

(September to December, 1929.  
(January to March, 1930, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLLET.)

#### FORM II. (A and B).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Exodus*, chapters 12-20, 32-36, and *Numbers*, chapters 13 and 14, inclusive. Teacher study Paterson Smyth's *Exodus* (Sampson Low, 2/-), lessons ix.-xvi., inclusive, to bring the passage home to the children, adding comments if necessary.

II. *St. Luke's Gospel*, chapters 1-7, inclusive.

Sunday Reading (optional):

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 3/6). (b) *S.P.C.K. Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). Teacher will find useful (d) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6), and (e) *Peloubet's Bible Dictionary* (R.T.S., 10/6).

A (f) *The Book of Saints and Heroes*, by A. Lang (Longmans, 5/-). (g) *The Book of the Long Trail*, by H. Newbolt (Longmans Green, 2/6), pp. 53-171, (h) *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 197-247, (i) *Uncle Tom's Cabin*, by H. Beecher Stowe (Nelson, 1/6).

B (f) *Mackay of the Great Lake*, by C. E. Padwick (Milford, 2/6). (g) *Legends of the Sun and Moon*, by M. Procter (Harrap, 1/3), pp. 1-78. (h) Mrs. Molesworth's *The Cuckoo Clock* (Macmillan, 1/3).

† The 115th term of work set since the Parents' Union School began.



- Sunday occupations:
- A *The Book of Centuries*, see under General History. Choose and inscribe mottoes and texts, using Bridges' cards 1, 2, 3. Make Christmas cards.
- For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1929). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings; for use in Opening School* (S.C.M., 3/-).

#### Writing.

- A & B *A New Handwriting\** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.); practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Macbeth*, or from Poetry Books set. Two perfectly written lines every day.

#### Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualized (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written or oral narration daily after each lesson, see leaflet H).

- A (a) Stories from work set in History and Reading, (b) verses on events of the day, etc., in the metres of poems read.
- B Stories from the term's reading. Children in B who cannot write easily may narrate part.

#### English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

- A *A New Junior English Grammar\**, by R. B. Morgan (Murray, 2/-), pp. 88-112, [with additional exercises from *Exercises in English Grammar\**, by R. B. Morgan (Murray, 1/9)]. Or, *The Parts of Speech and Their Uses*, by H. W. Household (Macmillan, 1/9), pp. 15-27.
- B *First Grammar Lessons\**, by C. M. Mason (Dent, 1/6), Part II., Lesson 8, to Part III., Lesson 6, inclusive.

#### English History.

- A & B *A History of England\**, by H. O. Arnold-Forster (Cassell, 8/6), chapters 74 (Volunteer Movement) to 80, inclusive, (1858-1921), pp. 766-846 (II.B omit pp. 813-817).
- Marten and Carter's *Histories, From Then Till Now* (Blackwell, 12/6), (1858-1921), may be used instead. Make summaries of events and dates, and, in II.A, a chart of the Century (see P.R. reprint, 3d.).
- Take the *Home and Classroom* section of *The Times*: order direct from *The Times Office* (6/- a year).

#### French History<sup>1</sup>.

- A & B *A First History of France\**, by L. Creighton (Longmans, 5/-), pp. 289-293 (1856-1875).

#### General History.

- A † *The Ancient World\**, by A. Malet (Holder & Stoughton, 3/6), pp. 231-274.
- Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: *Ancient Egypt\**, by D. A. Mackenzie (Blackie, 1/3), pp. 7-41.

#### Citizenship.

- A North's *Plutarch's Lives: Alexander\** (Blackie, 10d.), pp. 9-65 (first-half). *The Citizen Reader\**, by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 1-3 (inclusive).
- B *Stories from the History of Rome\**, by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

#### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography\** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

- A & B *The Counties of England, Ambleside Geography Book III.\** (Kegan Paul, 4/-), pp. 44-82, with Philips' supplementary maps: Yorkshire, Cheshire and Derbyshire (4d. each), or, overseas, *Asia*, by N. B. Allen (Ginn, 4/6), pp. 296-364.

*Round the Empire\**, by Sir George Parkin (Cassell, 2/6), pp. 29-64, with careful map study. Make maps, showing waterways, railways, etc., of Canada (see Philips's Atlas above).

- A *The Book of the Long Trail\**, by H. Newbolt (Longmans, 2/6), pp. 147-171, or, *Our Sea Power\**, by H. W. Household (Macmillan, 2/-), pp. 24-51.

#### Natural History,<sup>1</sup> etc.

- A *Life and Her Children\**, by Arabella Buckley (Macmillan, 6/-), pp. 167-200.
- B Kingsley's *Madam How and Lady Why\** (Dent, 2/-), chapters 5 and 6 (or take A work). Children should make experiments where possible.

<sup>1</sup> Overseas members see special leaflet.

† Books thus marked come to an end this term.



A & B *The Sciences*,\* by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 148-182. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Or, (2nd year in II.A only), *The Chemical History of a Candle*,\* by Michael Faraday (Dent, 1/-), pp. 23-63.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., *Clouds and Star Signs*; *Fruit and Seed Dispersal* (see S.N.S.U. leaflets, Nos. 63, 7 and 20, 2½d. each). *Country-side Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

#### Picture Study.

A & B Reproductions\* of six pictures by Vermeer (P.N.E.U. Office, 2/-). See notes for teachers in the September *Parents' Review*, also *Home Education*, pp. 307-311.

#### French 2 (see N.B. 3).

A & B *French for Young Beginners*,\* by Marc Ceppi (Bell, 2/-), lessons 9-16, inclusive, with pp. 116-118; or, more advanced: *Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 17-21. Optional (A) (for narration), *Roland et Fleur de Mai* (Blackie, 6d.). *Recueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.).

#### Latin (see N.B. 3).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, Part II., 1/9), §§ 19-24, or, continue Part I. (1/6).

#### Arithmetic (see N.B. 3).

A *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 135-149. Revise Tables.  
B *A New Junior Arithmetic*,\* pp. 34-52, or, continue.  
A & B Much care with tables and rapid oral work. For additional examples see Dr. Ballard's *Fundamental Arithmetic* (University of London Press); Teacher's Books II. (2/-), III. (2/3); Pupil's Books (10d. and 1/-). Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

#### Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

(a) *A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 30-42; or, (b) *Commonsense Algebra for Juniors*,\* by F. Potter and J. Rogers (Pitman, with answers, 2/3), pp. 26-36. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

#### Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Wild flowers and fruits in brush-drawing. Studies of autumn colouring. Make Christmas cards. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box\* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6): work should be done with brush and in colour; pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Exodus*, e.g., chapter 15, and from *St. Luke*, e.g., ch. 4, (b) Psalms 133 and 108, (c) a hymn, and (d) one of the following:—a scene from Shakespeare's *Macbeth*; thirty lines from Tennyson; fifty lines from Macaulay's *Lays of Ancient Rome*; *Lyra Heroica*\* (Macmillan, 3/6); *Twenty Poems by Rudyard Kipling*\* (Methuen, 1/-).

#### Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day. Shakespeare's *Macbeth*\* (Blackie; Plaintext Edition, 6d.). Read from Tennyson's *Poems*,\* (Oxford Press, 3/6), or, (Bell, 10d.). *The Rose and the Ring*, by Thackeray (Macmillan, 2/-).  
A Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 186-215. Dickens' *Great Expectations*\* (Nelson, 1/6). Stories from †*The Path of Glory*,\* by Sir Edward Parratt (Nelson, 3/6), chapters 11-19.  
B *The Heroes of Asgard*,\* by A. & E. Keary (Macmillan, 3/6), pp. 212-262. Dickens' *Christmas Carol* (Nelson, 1/6); *The First Jungle Book*, by Rudyard Kipling (Macmillan, 4/-), may be read.

#### Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6), for teacher's own study.

† Books thus marked come to an end this term.



#### Musical Appreciation.

Bach: see article in August P.R.

For reference, *Bach*, by B. L. Thompson (Sheldon Press, 4d.), or *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

#### Singing.

*The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). Christmas carols from *The English Carol Book*, Series I. or II. (Mowbray, 2/6 each; or words only, I. and II. complete, 3d.). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 1-4 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 12-19 (Curwen, 3/-).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, *The Country Dance Book*, Part I. (4/-), with Tunes, Sets 1 and 2 (2/6 each). Ex-Students take House of Education Drills. *Recreational Games*, by E. N. Herbert (Philip, 3/-). Netball; or Longball (*Rules*, P.N.E.U. Office, 2d.).

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Simple Crafts*, by N. A. Poole (University of London Press, 2/6): cardboard modelling: make four models (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students take House of Education Models. Make Christmas presents. Make a set of decorated cork mats (Dryad Leaflet, No. 52, 6d.). Frame pictures in passe partout (Dryad Leaflet, No. 28, 3d.). *Simple Stitch Patterns for Embroidery*, by Anne Brandon-Jones (Batsford, 2/6). Help to make *The Happy Little House* (*Die Vrolijke Huisje*), by M. W. Spilhaus (Blackwell, 2/-). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending*

(P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C.1., or, help in Christmas entertainment for poor children. Help to make up a Christmas parcel for a family in a Distressed Area: an address can be obtained from Ambleside.

Teachers will find valuable help in the teaching of Drawing and all Handicrafts in the following:—*Applied Art*, by Pedro Lemos (Batsford, 28/-).

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). P.U.S. hatbands, ties, belts, badges and blazers obtainable at various prices. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



# Parents' National Educational Union.

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Motto: "*I am, I can, I ought, I will.*"

FORM II., (A & B).

PUPILS' NAMES .....

### Bible Lessons.

- I. A & B 1. On what occasions were the following words used by Moses? —(a), "Thou didst blow with thy wind, the sea covered them"; (b), "This is the bread which the Lord hath given you to eat"; (c), "They be almost ready to stone me"; (d), "Blot me, I pray thee, out of thy book." Tell the whole story of one occasion.
2. "And the Lord came down upon Mount Sinai." Mention two of the occasions when this happened, and describe one of them.
- A 3. It is written that "the Lord spake to Moses . . . as a man speaketh to his friend." How did God reveal His glory to Moses?
- II. A & B 1. Describe the visit of the angel to (a), Zacharias, or, (b), the Virgin Mary.
2. On what occasions were the following words used? —(a), "I bring you good tidings of great joy"; (b), "Lord, now lettest thou thy servant depart in peace"; (c), "Get thee behind me, Satan"; (d), "If thou wilt, thou canst make me clean." Tell fully about one occasion.
- A 3. What does our Lord teach us about (a), being merciful, (b), loving, (c), judging, (d), giving?



Writing. (Writing is also considered in each answer.)

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

A *Morte D'Arthur*, "Then, because his wound was deep . . . full."

B *The Heroes of Asgard*, Part IV., page 165, "Some stole . . . bonnet plumes."

Composition.

A & B 1. Write, in verse or prose, about one of the following,—  
(a), Orpheus and Eurydice, (b), Baldur, (c) Stanley,  
(d), Francis Younghusband, (e), Mackay.

2. Give a scene that you enjoyed from (a), *Macbeth*, or,  
(b), *The Rose and the Ring*,

or, 2. What poems by Tennyson have you read? Write all  
you can about one of them.

English Grammar.

A 1. Analyse, parsing the words in italics,—

"Now in the falling of the gloom  
The red fire paints the empty room:  
And warmly on the roof it looks,  
And flickers on the backs of books."

2. What is an auxiliary verb? Give examples in sentences  
of six different auxiliary verbs, underlining each.

3. How would you recognise (a), strong, (b), weak, verbs?  
Use in sentences four of each kind, and write out  
the principal parts of,—slay, clothe, lean, bite, spread.

or, (Household), 2. Make sentences, using the following verbs,  
(a), in the active, (b), in the passive voice,—help  
write, cut, sting, bake. Underline the verbs.

3. How many kinds of adverbs are there? Give examples  
of each kind in sentences, underlining the adverbs.

B 1. Pick out the subjects, predicates and objects in lines 2  
and 3 of the verse above, and say what work each  
word does.

2. Make sentences containing four different prepositions  
and their objects. Underline the prepositions.  
Which part of the sentence is each helping?

3. Make sentences containing verbs in (a), the infinitive,  
(b), the indicative, (c), the imperative moods.  
Underline the verbs in each and name the mood.

English History.

A & B 1. Write a short account of one of the following,—(a),  
the Union of South Africa, (b), the abolition of  
slavery, (c), a great invention. Dates.

2. What event started the great world war, and why did  
Britain take part? Write what you know about one  
of the following,—(a), How the Dominions helped the  
Mother Country; (b), how the British Navy saved  
us from invasion.

A 3. What do you know of the League of Nations and its  
work?

French History.

A & B 1. What do you know of (a), the war of 1870 between  
France and Prussia, (b), the Commune?

2. What part did France take in the Great War?

General History.

A 1. Write a short account of the (a), houses, (b), dress, (c),  
daily life, of the Romans at the time when they were  
masters of the world.

2. What drawings in connection with the Pyramids have  
you made in your Century Book? Say all you can  
about two of them.

Citizenship.

A 1. Describe (a), the way in which Alexander trained  
Bucephalus, or, (b), the meeting between Alexander  
and Diogenes.

2. Describe how the men of Lancashire did their duty as  
good citizens at the time of the American Civil War.  
Mention some ways in which each of us can do our  
duty in small things.

3. What do you know of the heroic deeds of one of the  
following,—(a), Colonel Lawrence, (b), Captain  
Carpenter, (c), Lieutenant Davidson?

B 1. Tell the story of Caius Mucius.

Geography

A 1. Draw a rough sketch map of Yorkshire, putting in the  
boundaries, chief rivers, moors, and four of the  
principal towns. Describe one of the following,—  
(a), the preparation of steel, (b), the vale of York,  
(c), the seaboard.

or, 1. Draw a rough outline map of India, putting in the  
following,—Bombay, the Ganges, Calcutta, Simla,  
Delhi, Benares. Describe a visit to one of the  
cities.

2. Name the Maritime Provinces of Canada. Write a  
short account of them.



3. Write a short account of (a), some of Woollaston's experiences in the expedition to Papua; or, (b), Drake's voyage in the "Golden Hind."

- B 1. (See A 1.)  
2. What do you know of the waterways of the Dominion of Canada?

#### Natural History.

- A 1. Describe, with diagrams, how the garden spider makes her web.  
2. What causes the formation of (a), a rainbow, (b), dew?  
or, (2nd year in II. A only.)  
2. Explain (a), the dark, (b), the light part of a candle flame. Describe, with a diagram, an experiment which illustrates your answer.  
3. Mention six wild fruits or seeds that you have found. Draw and describe two of them.

- B 1. What do you know about the people in the Great Ice Age?

- or, 1. What changes does a young crab go through while he is growing up? Drawings.  
2. How could you make a chemical (a), solution, (b), mixture? Describe an experiment which shows what combustion means.  
3. (See A 3.)

#### Picture Study.

- A & B Describe Vermeer's "The Lady at the Virginals."  
(Another of the set pictures may be taken if this was missed.)

#### French.

- A & B (Ceppi.) 1. Write what you can about the picture on p. 56. (B dictate.)  
2. Make six sentences with the following verbs, using as many different persons as you can, — *acheter, prendre, finir, courir, avoir, être*.  
or, A, (Chapuzet.) 1. Describe a visit to a shop to buy Christmas presents.  
2. Use the following words in sentences, — *mieux, le plus, lui, il faut, le mien, la sienne*.

#### Latin.

1. Write the comparative and superlative of the following adjectives: — *brevis, facilis, niger, bonus, multus*.  
2. Translate: (1) We have seen very deep rivers. (2) They have done the work very well.  
3. (a) Translate § 24, lines 17-24 (*Serpit . . . expeditque*).  
(b) Read again the Latin of (a), then write a narration in Latin.

#### Arithmetic.

- A 1. Find by Practice the value of 8243 articles at £2 : 17 : 9 each.  
2. Reduce  $\frac{6930}{24255}$  to its lowest terms.  
3. If a kilogram weighs 2.2 lb., express in tons, cwt., qrs. and lb. the weight of 1700 kg.  
B 1. A clock lost 3 seconds every hour. How much would it lose in a week?  
2. If a man walks 6 km. in an hour, how many metres does he go in a minute?  
3. If a man bought 50 tons of coal at £1 : 10 : 0 per ton and sold it at 1/9 per cwt., how much did he gain?

#### Geometry.

1. Draw a triangle ABC having  $AB=3.5''$ ,  $AC=2.7''$  and angle  $BAC=70^\circ$ . Then measure the length of BC and the size of angles ABC and ACB.  
2. Draw a triangle XYZ with  $XY=5$  cm.,  $YZ=7$  cm. and  $ZX=4$  cm. Make another triangle with sides half these lengths. Measure the angles of both triangles and compare their size.

#### or, Algebra.

1. Solve the equation:  $3(4x-2)-2(x+5)=14$ .  
2. A number is multiplied by 5, then 8 is subtracted, and the result is 17. What is the number?

#### Drawing (with brush and in colour.)

1. An original illustration for a scene from (a), *Macbeth*, or, (b), Dickens' *Christmas Carol*.  
2. (a), Some wild fruits, or, (b), a design for a Christmas card.

#### Musical Appreciation.

What music by Bach have you heard this term? Say what you can about one of his compositions.

#### Recitations \*

Father to choose a hymn, a poem, or a scene from *Macbeth*, or, *The Rose and the Ring*, and two passages from the Bible Lessons.

#### Reading. \*

Father to choose unseen passage.

#### Music. \*

Examine in work done and report progress.



Singing. \*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. \*

Drill, before parents.

Work. \*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, December 9th. Papers to be posted on Saturday, 14th, *with no other enclosure*. Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, *one* answer at least in each subject, (b) the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.